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ABSTRACT

The Pulaski Community Schools have developed a career education curriculum that involves seventh and eighth graders in a year-long study of health, industrial arts, and business education. The Health Education Curriculum outlines 10 basic concepts and areas of study: social living, mental health, nutrition, tobacco, alcohol, drugs, hygiene, physical fitness, consumer health, and birth/aging process/death. Health Careers lists jobs in these areas and presents instructions for classroom activities, with an outline of elements to be studied in terms of each career area given. The Business Education Curriculum presents separate outlines for each grade with a two-page guide regarding specific texts and audiovisual aids not identified in full. Public service, communications and media, marketing and distribution, transportation, and business and office are covered in the seventh grade curriculum outline; job orientation and a review of clusters studied in seventh grade are in the eighth grade outline. The Industrial Arts Curriculum outlines separate curricula for each grade, with a two-page guide regarding a specific text, Exploring. The seventh grade outline covers natural resources, environmental, marine science, manufacturing, agri-business, transportation, construction, and a sample unit on agri-business, with the eighth grade curriculum adding a mini course in careers. (LH)

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CAREER EDUCATION PROGRAM

Grades 7 & 8

PULASKI COMMUNITY SCHOOLS

Pulaski, Wis. 54162

Summer 1975

Co-ordinated by:

Co-ordinator: Jerry Prosek
Health Program: Linda Winke
Business Ed. Program: Rosalie Wiand
Industrial Arts Program: Ken Voelz

CE005908

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SUBJECT: Career Education Class - Grades 7 & 8

Definition of Career Education:

Career Education is the study of man and the world in which he lives. Because of its involvement with the school, the local community, and society as a whole, it is education for living. It seeks to provide the tools by which a person may pursue a career which is fulfilling not only because his interests and skills are considered, but also his personality, attitudes, and values.

Objectives and goals:

1. To develop a positive attitude towards self through an awareness of his developing talents, values and interests as they relate to work roles.

2. To develop decision making skills and an awareness of the results of decisions which gives him a sense of destiny control.

3. To develop the interpersonal skills required in work roles.

4. To develop a respect for workers and the place of work in our society.

5. To provide information and experiences designed to develop awareness of self and the world of work along with skills in career exploration and planning.

6. To develop the 16 concepts of Career Education compiled by the DPI.

7. To investigate the following elements within each job cluster:

    1. Personal Characteristics of People On the Job.
        A. Their Like and Dislikes
        B. Strengths and Weaknesses
    2. Education Requirements
    3. Entrance Requirements
    4. Qualifications
    5. Financial Return
    6. Opportunities for Advancement
    7. Nature of the Work
    8. The Job Setting
    9. Benefits and Disadvantages (including related or preferred leisure time activities)

Job Cluster Division:

HEALTH	INDUSTRIAL ARTS	BUSINESS EDUCATION
Health	Transportation	Business & Office
Environmental	Agri-Business &	Marketing & Distribu-
Consumer & Home-	Natural Resources	tion
making	Marine Science	Transportation
Personal Service	Construction	Public Service
Hosp. & Recreation	Manufacturing	Communication & Media
Instructor: Linda	Instructor: Ken	Instructor: Rosie

Class and Time Schedule:

The school year will be set up on a trimester basis with each instructor spending one-third of the school year at Fairview, Lannoye and Glenbrook as follows:

Industrial Arts:	Business Ed.:	Health:
Fairview	Glenbrook	Lannoye
Lannoye	Fairview	Glenbrook
Glenbrook	Lannoye	Fairview

First 12 Weeks: August 26 - November 21 = 61 days
Second 12 Weeks: November 24 - February 26 = 59 days
Third 12 Weeks: March 1 - May 26 = 61 days

General Course Outline:

HEALTH: Health education will be the main course of study with the job clusters and occupations being brought into the study. (See Appendix)

INDUSTRIAL ARTS AND BUSINESS EDUCATION AREA: Broad area exploration will be the course of study at the seventh grade level. Eighth grade students will participate in simulated work experiences and a wide variety of hands-on activities. See Appendix.

All students will spend a three-week period in the Career Planning Program, a mini-course published by the Houghton Mifflin Company.

Career Counseling: Mrs. Pat Henrich

Goals: To provide on-going supportive group counseling in cooperation with teachers of career education.

To act as a resource person for the career education staff.

To provide one-to-one counseling services for all Pulaski Seventh and Eighth Grade Career Students.

To administer the Kuder Interest Survey as requested and coordinate the testing program.

Class Evaluation:

The Wisconsin Career Awareness Inventory, developed by the Center for Vocational and Technical Education, University of Wisconsin, Madison, will be administered as a pre and post test as an evaluative tool for all students.

The Kuder Interest Survey, Form E, may be used to assist the student in assessing his interests in relation to the world of work. This survey will be administered by the career counselor on a selective basis or when deemed necessary or useful. Supplementary evaluative tools such as SRA's Keys and the Widening Occupational Roles Kit may also be used.

Primary methods of student evaluation will include the following:

1. student improvement as measured by improved self concept, attitude, and involvement during course of study
2. Participation in class activities
3. completion of individual and class projects
4. scored quizzes
5. behavior in and out of school during class activities
6. student cooperation and effort

The students in career ed. will receive a grade of A-F, dependent on numbers 1-6 above. Reminders will be given to the student during the twelve weeks as to their progress. A final grade and report card will be given to the student at the end of the twelve week period. The course credit will be the same as for the other basic subjects.

HEALTH EDUCATION CURRICULUM

PULASKI COMMUNITY SCHOOLS

Grades 7-8

1975

LINDA WINKE

HEALTH CURRICULUM OUTLINE

I. Social Living

II. Mental Health - Emotions

III. Nutrition

IV. Tobacco

V. Alcohol

VI. Drugs

VII. Hygiene (Dental Health, Skin Care, Sanitation, etc.)

VIII. Physical Fitness - Safety

IX. Consumer Health

X. Birth/Aging Process/Death

HEALTH CURRICULUM

BASIC CONCEPT: Living and relating with other individuals is the basis of all socialization. Society is imbued with the responsibility of providing its members with kinds of experiences which they need for their maximum physical, mental, social, emotional, and spiritual development.

I. Social living and Relationships

A. Relationships with others
   1. Family relationships
   2. Friend relationships
   3. Teachers and classmates relationships
   4. Other daily encounter-salespeople, etc.

B. Interacting positively with people
   1. Transactional analysis (T A)
      a. warm fuzzies
      b. cold pricklies
      c. good strokes
      d. bad strokes

   2. Values Q-sort

      -money
      -job satisfaction
      -good health
      -happiness
      -security
      -home and family
      -leisure time
      -status
      -education
      -religion

      a. discuss the sequence of ranking
      b. discuss the nature and value of each
      c. inquire as to what each value means to each individual
      d. apply results to everyday living and relationships

BASIC CONCEPT: Knowing ourselves helps us to live better with others. That the pursuit of happiness is an ideal goal, but not a routine achievement helps one to recognize what mental health is.

II. Mental Health/Emotions

A. Concepts
1. How you feel about yourself (self concept)

a. I'm ok
b. I'm not ok

2. How you feel about other people

a. You're ok
b. You're not ok

B. Value Judgements
1. Values that I live by:
a. Honesty
b. Practicality
c. Fairness
d. Politeness
e. Good sportsmanship
f. good habits
g. etc.

2. How I form my values
a. Environment
b. Relationships
c. Experiences
d. Fate

3. How my judgements affect decisions I make

C. Making Decisions (Self responsibility)
1. Decisions concerning you
2. Decisions concerning others
3. Health decisions
4. Career decisions, etc.

D. Meeting the demands of life
1. Individuality (helping oneself to survive)
2. Helping others to survive
3. Seeking counsel to survive
a. parents
b. friends
c. professionals
d. books, etc.

E. Controling emotions
1. Developing positive attitudes
2. Thinking problems through calmly before defensive
3. Finding enjoyable outlets for stress and tension

F. Mental Health Disorders (Mental Illness)
   1. Nervousness
   2. Frustrations
   3. Maladjustments
   4. Neurosis
   5. Psychosis
   6. Paranoia/withdrawal
   7. Suicide
      a. unable to cope
      b. unaware of one's actions
   8. Misconceptions

BASIC CONCEPT:
-optional growth is dependent of personal health practices and wise decisions
-a variety of food assures good nutrition
-knowledge of metabolis and caloric intake and output is basic to the development of a sound body

III. Nutrition

A. Basic food groups/ nutrients,minerals, proteins, vitamins, carbohydrates, fats.
   1. Vegetable-fruits
   2. Meat
   3. Milk
   4. Bread-cereal

B. Reasons for getting proper nutrition
   1. Proper growth patterns
   2. Energy for activities
   3. Well-rounded personality
   4. Better skin/fingernails/good teeth/hair
   5. Proper body weight (appearance)
   6. General health reasons/digestion, etc.

C. Additives/Preservatives
   1. Pro's
   2. Cons
   3. Awareness and knowledge

D. Obesity/Underweight
   1. Reasons for overweight problems
      a. physical problems (thyroid, metabolism)
      b. overeating
      c. poor eating habits
      d. emotional problems

   2. Reasons for underweight problems
      a. physical problems (poor teeth, thyroid, metabolism)
      b. undereating
      c. poor eating habits
      d. emotional problems

E. Dieting
   1. When losing weight is required
      a. consult doctor if a great deal of weight is to be lost
      b. eat proper nutritious meals
      c. cut out snacks and high calorie foods
      d. get a great deal of exercise

   2. When a weight gain is required
      a. see a doctor or nurse about proper and preferable foods
      b. eat regular, balanced meals
      c. get plenty of sleep and rest
      d. cut down work or exercise load to avoid fatigue

BASIC CONCEPT: There is substantial evidence that smoking, particularly cigarette smoking is harmful to health. Individuals must be aware of and understand the health hazards associated with smoking so they can make an intelligent, personal decision on whether to smoke or not to smoke.

IV. Tobacco - Smoking

   A. Smoking in our society
      1. The attack on smoking
         a. Health hazard
         b. unpleasant to non-smokers
         c. pollution
         d. costly

      2. The tobacco industry reacts

      3. The choice you must make
         1. To smoke
         2. Not to smoke

   B. The Social and Emotional sides of smoking
      1. a history of smoking

      2. Smoking today

      3. Why do people smoke
         1. enjoyment
         2. habit
         3. dependancy
         4. prestige

   C. Some facts about tobacco
      1. What tobacco is and how it is produced

      2. The chemistry of tobacco smoke

D. How smoking affects the body

a. Effects on the respiratory system
   1. Smoke vapors and tars remain in mouth
   2. bronchial tubes are affected (could lead to chronic bronchitis)
   3. aveoli or air sacs are effected

b. Effects on the circulatory system
   1. Smoke makes the heart beat faster
   2. Blood vessels contract and become narrower
   3. Blood pressure rises
   4. Blood carries less oxygen

c. Effects on the nervous system
   1. smoke may cause dizziness
   2. upsets the stomach
   3. Brain suffers from lack of oxygen
   4. Because nicotine is a drug it can perk you up or relax you.

E. Smoking and Health

a. Minor health problems and smoking
   1. Smokers generally lose more work time than non-smokers for minor health problems or sicknesses
   2. Smokers are found to spend more days in bed than non-smokers
   3. Smokers had more days of restricted activity than non-smokers
   4. Acute and chronic conditions-phlegm, coughing, wheezing, chest pain and shortness of breath (Acute lasts less than 3 months-Chronic lasts longer than 3 months.)

b. Smoking and Disease
   1. Chronic bronchitis
   2. Emphysema
   3. Lung Cancer
   4. Coronary heart disease
   5. Cancer of the larynx
   6. Cancer of the voice box
   7. Stomach ulcers
   8. Cirrhosis of the liver
   9. Several diseases of the circulatory system

c. Some questions and answers
   1. Why is cigarette smoking considered most harmful?
   2. Do filters help?
   3. Is moderate smoking harmful?

F. Economic, Social and Safety Problems of Smoking
   1. The cost to the Smoker

2. The cost to others
   a. Taxes the family income somewhat
   b. More respiratory problems found in children where 1 or both parents smoke

3. Smoking accidents
   a. Automobile and work accidents
   b. Burns to others
   c. Deaths falling asleep with a cigarette
   d. Forest fires-fires in general

G. Making your own decision
   1. Reviewing the arguments

   2. An exercise in judgement activities and career input

BASIC CONCEPT: The increase in consumption of beverage alcohol by all age groups and the apparent acceptance of moderate drinking by society indicate that there is a need for adequate information concerning alcohol so that mature personal adjustments can be made concerning its use.

V. Alcohol

A. Drinking In Our Society
   1. The attack on drinking
   2. The Alcoholic Beverage Society
   3. Your personal choise

B. The Social and Emotional Sides of Drinking
   1. A history of alcoholic beverages
   2. American drinking today
   3. Why do people drink?
      a. attitudes toward drinking in a person's home
      b. peer pressure
      c. emotional stability
      d. condition of ones self-concept

C. Some facts about alcohol
   1. What alcohol is and how it's produced
   2. The chemistry of alcoholic beverages

D. How alcohol affects the body
   1. Alcohol in the body
      a. goes into mouth
      b. enters the stomach and small intestine
      c. then absorbed by the body
      d. passes from digestive system to the blood stream (circulatory system)
      e. brain absorbs a larger part of the alcohol than do the bones and muscles.

2. The effects of alcohol on the body
   a. affects parts of brain that controls judgement and thought
   b. interrupts ability to understand, to remember, and to make decisions
   c. affects hearing, seeing, speaking and moving
   d. breathing, body temperature, blood pressure and heart beat rate.
   e. over excess of alcohol to the brain terminates brain functioning and death results
   f. alcohol increases flow of blood to the skin (tingling sensation)
   g. digestive juices in stomach increase
   h. severe stomach upset
   i. body's awareness of pain is reduced
   j. interferes with kidney function
   k. coordinated movement of arms and legs becomes difficult
   l. heart beat slows (heart will stop beating if too high alcohol is reached)

3. Reasons for different effects
   a. differences in people
   b. differences in the reate of absorption
   c. differences in the rate of oxidation
   d. differences in the amount of alcohol

E. Alcohol and Health
   1. Alcohol and Health problems
      a. hangover (day after distress) includes dizziness, indigestion, headache, nausea
      b. Acute conditions- acute intoxication, dehydration, alcoholic coma, pathological intoxication
      c. Chronic conditons-diabetes, cirrhosis of the liver, ulcers of the stomach, elcerated duodenum, high blood pressure, neuritis, gastritis
      d. nutritional deficincies-cause diarrhea, alcohol neuritis, beriberi, pellagra, constipation, mental deterioration, heart failure
      e. Damage to nervous system

   2. Alcoholism and related problems
      a. characteristics of alcoholism
         1. no single accepted definition
         2. is an illness characterzed by a loss of control in the use of alcohol

      b. preventing alcoholism

      c. causes of alcoholism
         1. psychological or mental dependence
         2. physical dependence

d. Problems of withdrawal
   a. disturbances occur inside the body
   b. imaginary sight and sounds
   c. shaking of the body - trembling
   d. severe mental and physical disturbances

e. Treatment of alcoholism
   1. hospitalization
   2. AA
   3. drugs
   4. counseling

f. Economic, Social, and Safety Problems of Drinking
   1. Problems for the drinker
      a. The cost in money
      b. loss of control
      c. involved in fighting more frequently
      d. hurts friendships
      e. misses work

   2. Problems for others
      a. heart break for drinker's family
      b. family quarrels
      c. causes broken or unhappy marriages
      d. taxes the family income
      e. social stigma for family
      f. resentment flouishes in family
      g. family friends avoid drinkers and their families
      h. workers must carry their load plus that of the drinkers

   3. Alcohol and accidents
      a. automobile accidents and drinking
      b. blood alcohol levels and accidents
      c. alcohol and traffic deaths among young people
      d. other accidents

g. Making your decisions about drinking
   1. Reviewing the information
   2. Exercising your judgement

BASIC CONCEPT: A knowledge of drugs; what they are, what their benefits are, and how they should be used, can contribute to the prevention of an actual drug abuse situation.

VI. Drugs and Narcotics

A. Drugs in society
1. Legitimate uses of drugs
a. antibiotics and sulfa drugs fight certain sicknesses
b. antihistamines treat allergies
c. vaccines help prevent small pox, polio, measles, etc.
d. Tranquilizers-calm or change an upset or nervous person's mood

2. Drug abuse
a. seeking thrills
b. seeking new sensations
c. seeking new ideas
d. seeking escape from daily life
e. peer pressure or do what friends do
f. finding a way to bolster one's ego

3. Drugs which are most often abused
a. drugs that are useful as medicine
b. drugs that are neither useful as medicines, nor legal.
c. chemical substances that are really not drugs, but are treated as drugs by their users.
d. Most other drugs or substances which are abused, are taken because they have some effect on the mind.

Breakdown of abused drugs:
1. Stimulants (called uppers) are amphetamines and methamphetamine.
2. Depressants (called downers) are sedatives, tranquilizers, and barbituates.
3. Narcotics or opintes are also depressants and cause drug dependency.
4. Methadone, another narcotic is used to treat addiction to stronger, more harmful drugs.
5. Heroin (powdered or liquid form) Body forms a dependance physically and psychologically
6. Marijuana (pot, grass) is thought not to form a physical dependance, but possibly psychological. It is smoked.
7. Hallucinogens or psychedelic drugs produce changes in the thinking and feeling of the user. LSD (lysergic acid, dieth glamide) mescaline, psilocybin, marijuana, THC, DOM, DMT,
other abused substances
1. glue
2. paint thinner
3. cleaning fluid

B. Some facts about drugs
   1. History of drug use and abuse
   2. Laws, controls, and responsibilities
   3. The illegal drug traffic
      a. theft
      b. fraud
      c. smuggling
      d. illegal drug manufacturing
      e. halting illegal drug traffic

C. The various aspects of drug abuse
   1. Who are the drug abusers?
      a. drug misusers
      b. drug experimenters
      c. dependent abusers
      d. drug pushers

   2. Why do some people abuse drugs?
      a. risk
      b. curiousity
      c. thrill seeking
      d. rebellion
      e. keeping up with the crowd

D. The effects of abused drugs
   1. When drugs are taken
   2. The effects of depressants (brain, spinal cord)
      Narcotics:
      a. act on the nervous system
      b. act to stop pain
      c. cause clouding of mind and changes in mood
      d. may cause deep sleep
      e. breathing is slowed
      f. oxygen intake is slowed
      g. decrease amount of digestive juices in stomach
      h. slows contraction of muscle linings in stomach and intestines
      i. constipation may result
      j. nausea
      k. weakness
      l. loss of appetite (undernourished)
      m. constriction of the eye pupils
      n. itching skin
      o. sweating

      Barbituates:
      a. reacts like intoxication
      b. slurred speech
      c. may be confused
      d. stagger when walking
      e. may reach a state of unconsciousness
      f. lowers the blood pressure
      g. slow heart beat
      h. slow the rate of breathing
      i. respiration may stop and death result if large amounts are consumed.

3. The Effect of Stimulants
   Amphetamines:
   a. usually causes alertness and a good mood
   b. dizziness
   c. talkativeness
   d. confusion
   e. fear at times is caused
   f. person may go without proper rest or be unable to sleep
   g. sweating
   h. rise in blood pressure
   i. change in heart rate
   j. heart beat may become irregular
   k. dry mouth
   l. bad breath
   m. vomiting
   n. diarrhea
   o. cramps
   p. can go without food for a long time
   q. cause tremors and shaking
   r. cause eyes to open widely
   s. large amounts can cause convulsions
   t. muscles move quickly
   u. may no have proper muscle control

   Note: other stimulants are cocaine and caffeine. They also affect the nervous system.

4. The effects of Hallucinagens
   a. causes stationary objects to appear as though they're moving
   b. colors seem three dimensional
   c. music appears as a color
   d. colors seem to have taste
   e. people may experience two emotions at once
   f. makes you feel like jumping or flying
   g. death can result
   h. "good trips" or "bad trips" occur
   i. faster pulse rate
   j. faster heart beat
   k. rise in blood pressure
   l. nausea
   m. no desire to eat
   n. breathing is irregular

5. Marijuana - a controversy
   a. what is marijuana?
   b. Is marijuana dangerous?
   c. Effects of marijuana

6. Inhalants
   a. abuse of certain solvents
   b. abuse of aerosol sprays
   c. abuse of anesthetic substances
   d. effect of inhalants

1. parts of nose, mouth and throat become irritated, (respiratory system)
2. dreamlike state
3. drunkeness
4. confusion
5. hallucinations
6. clouded judgements
7. fails to act correctly in different situations
8. becomes excited or overactive
9. nausea
10. muscle spasms
11. may encounter weight loss
12. suffocation/death

E. Drug abuse and Health
1. The psychological effects of continued abuse
   a. psychological dependence
   b. mental illness (psychotic)
   c. meeting everyday problems

2. The physical effects of continued abuse
   a. physical dependence
   b. tolerance
   c. withdrawal illness
   d. poisoning
   e. damage to the body
   f. diseases

F. Economic, Social, and Safety effects of Drug Abuse
1. The cost of drug abuse
   a. the price of illegal drugs
   b. the cost of drug dependence
   c. the cost to the drug abuser's family
   d. the cost to society

2. Drugs and Crime
   a. Why is drug abuse linked to crime?
   b. How much crime is linked to drug addiction?

3. Drugs and accidents
   a. automobile accidents
   b. work accidents
   c. accidental overdose

4. Programs for controlling drug abuse
   a. control efforts
   b. education
   c. treatment
      1. withdrawal
      2. convalesence
      3. rehabilitation
      4. follow-up procedures

d. Places for treatment
   1. half way houses
   2. community treatment centers
   3. hospitals and clinics
   4. Narcotics Anonymous and Synonon
   5. work camps
   6. neighborhood groups

5. Making your decision
   1. The Drug Question In Review
      a. a matter for decision
      b. What can drugs do for you?
      c. Drug abuse can damage your health
      d. Drug abuse can damage you socially
      e. Drug abuse can cause accidents
      f. Drug abuse can harm you or others financially
      g. Drug abuse is illegal
      h. Many risks of drug abuse are unknown
      i. The great debate: Is marijuana a separate case?

   2. An Exercise In Judgement
      a. deciding
      b. doing

BASIC CONCEPT: Hygiene helps promote good health. Good health gives you a feeling of well-being that helps you work and play better. A strong, clean, healthy body is one of the best defenses against disease.

VII. Hygiene (Dental Health, Skin Care, Eye care, Posture, Weight, Height, Sleep, Breath, Health check up's) (Overall body cleanliness: bathing; showering; hair care, fingernails, toe nails, etc.) (Sanitation)

A. Skin Care
   1. The structure of the skin
      a. epidermis
      b. horny layer
      c. true skin
      d. dermis
      e. oil gland, sebaceous gland
      f. follicles
      g. oil ducts

   2. Causes of Acne
      a. oil glands become more active as you mature
      b. skin ducts and outlets become clogged. (results whiteheads, blackheads, and pimples)

3. How to care for Acne
   a. see a dermatalogist
   b. wash face regularly with soap and water
   c. avoid eating foods that seem to contribute to you Acne
   d. do not pick at pimples, etc.
   e. get plenty of rest and sleep
   f. eat an adequate daily diet
   g. sun bathing (in moderation) may help dry oily skin

B. Dental Care
1. Tooth decay
   a. sugars and starches in the foods you eat act with mouth bacteria to produce acids that can dissolve tooth enamel
   b. Dentin is underneath the enamel and may also be destroyed
   c. Soft pulp is next (in the center of the tooth.) If infected it may abscess and a tooth ache results.
   d. tooth will eventually die of not cared for properly

2. Cleansing the teeth
   a. brush teeth after eating
   b. use soft-bristled brush
   c. follow dentist's instructions when brushing
   d. use dental floss to remove food particles and placque between teeth and on gum lines
   e. Use a dentifrice (tooth paste) that is authorized by the Council on Dental Therapeutics of the American Dental Association

3. Diet and Healthy Teeth
   a. adequate daily diet needed
   b. teeth need adequate calcium intake

4. Dental check-ups
   a. check-ups twice annually
   b. cleaning of teeth by dental hygienist
   c. removal of the following is needed: calculus or tarter; placque; scalers

5. Fluorides and tooth decay
   a. paint tooth surfaces with flouride
   b. drink fluoridated water

6. Occlusion - malocclusion
   a. occlusion means the way the upper and lower teeth meet when the jaws are closed
   b. Malocclusion means that the teeth are poorly aligned so that normal chewing is interfered with or the appearance is affected
   c. Malocclusion can result 1) due to heredity factors; 2) by losing primary teeth prematurely or 3) from losing one or more permanent teeth

d. should see an orthodontist for moving the teeth into proper position

C. Eye Care and Defects
1. Near sightedness
a. see nearby objects clearly, but distant objects blur
b. glasses compensate

2. Far sightedness
a. views distant object clearly, but can not see bearby objects well
b. glasses compensate

3. Astigmatism
a. vision is blurred
b. corrective lenses needed

4. Causes of eye difficulties
a. heredity factors
b. accidents

5. Taking care of your eyes
a. corrective lenses
b. prevent careless play with sharp objects
c. protect your eyes from sun and glare
d. see ophthalmologists for problems

D. Sleep
1. Importance of sleep
a. to be mentally alert
b. good disposition
c. energy is consumed
d. helps avoid poor skin color, drowsiness, fatigue, dizziness, poor posture and impaired muscle coordination

2. Rest and relaxation

3. Some causes of fatigue
a. over amount of vigorous physical activity
b. carrying a schedule that's too involved or demanding

E. Breath
1. Halitosis
a. bad breath is called halitosis
b. occurs from eating strong odored foods
c. occurs from bacteria food in mouth or digestive tract
d. infection to mouth, throat, nasal cavity or tooth decay and digestive upsets may cause bad breath

2. Clean breath
a. frequent brushing
b. frequent rinsing
c. Lozenges
d. seeking a physician's help if problem persists

F. Health check ups
   1. Why needed?
      a. find minor troubles
      b. treat ailments before they become serious

   2. What's needed?
      a. check height, weight and physical development
      b. check lung and heart
      c. observe posture
      d. check eye, ears, nose and throat
      e. take blood pressure
      f. blood test
      g. urine test
      h. check immunization record and get booster shots

G. Posture
   1. Standing
      a. standing "in balance" your ear, shoulder and hip will all be in a straight line
      b. repeated practice will make it automatic, effortless and less tiring

   2. Walking
      a. if you stand correctly you will walk correctly
      b. feet parallel, toes pointing straight ahead, and let your legs walk for you

   3. Sitting
      a. sit well back in a chair
      b. spine should be supported by chair back

   4. Carrying a heavy object
      a. carry the weight close to the body
      b. change side frequently
      c. try to maintain good balance
      d. compensate for added weight on one side by raising the opposite arem sideward

   5. Factors that affect posture
      a. good posture goes along with good all-around health
      b. adequate diet for strong bones
      c. sleep so you don't droop
      d. well-fitting shoes
      e. your feelings affect your posture

   6. Exercise, posture, and fitness
      a. get basic work-outs frequently
      b. aids in strong bones, muscles and endurance

H. Weight and Height
   1. Individuality in weight
   2. Individuality in height
   3. Underweight
      a. natural reason for it
      b. medical reason for it
      c. poor nutritional intake
      d. emotional reason for it

4. Overweight
   a. natural reason for it
   b. medical reason for it
   c. emotional reason for it
   d. overeating/eating of improper diet

5. Activity and overweight
   a. How active a person is helps or hinders overweight problem
   b. more eating can be done if activity is engaged in

6. Emotions and overweight
   a. compensate by overeating
   b. forget troubles and concentrate on eating

I. Overall body cleanliness
   1. Bathing, showering, washing
      a. routinely
      b. use deodorant soaps as well as deodorants daily
      c. body powders
      d. creams to prevent dryness
      e. if sharing shower wear sandals to avoid foot disease (planters warts, athlete's foot, etc.)

   2. Hair Care
      a. frequent washings
      b. frequent cuts, brushings, sets, etc.
      c. dandruff-shampoo frequently and possible use a medicated shampoo. Do not share combs and brushes with others
      d. see dermatologist if flaking, scaling, etc, continues

   3. Care of finger nails, toe nails and ears
      a. keep finger nails filed and cuticles pushed back or cut
      b. keep both finger and toe nails clean
      c. keep toe nails cut short and cuticles pushed back
      d. keep ears swabbed and flush out periodically with an ear syringe

J. Sanitation
   1. Keeping the community free from as many germs as possible
      a. garbage pickup
      b. local health departments send inspectors to check different public places for cleanliness
      c. sewage treatment plants for human waste
      d. water treatment plants for clean water

2. Disease prevention and control
   a. health records kept
   b. getting rid of animals and insects that may spread disease
   c. local departments have services concerned with desease prevention and control
   d. health nurses visit schools, homes, etc.
   e. health clinics to help combat communicable diseases
   f. free shot clinics for innocculations

BASIC CONCEPT. Physical fitness is well established today as an essential quality for anyone desiring to make the most of himself and his life.

BASIC CONCEPT: Safe living involves the development and use of safety precautions while recognizing the inevitability and appeal of risk taking.

VIII. Physical Fitness and Safety

A. Health is a combination of your physical, mental, and social well-being.
   1. Your physical health includes everything about your body
      a. Is your body growing properly?
      b. Is your body able to "fight" diseases that you get, or are you sick often?
      c. Do you become tired easily?
      d. Can you be physically healthy and still have health problems?

   2. Physical needs shared by everyone
      a. food
      b. water
      c. air
      d. rest
      e. exercise

   3. Physical fitness is only one aspect of fitness, but it is basic to total fitness
      a. List and discuss the benefits of exercise and physical fitness
      b. the functional and organic aspects of fitness
      c. discuss physical fitness in relation to the fulfillment of ambition. (Also to careers)
      d. conditioning fitness activities serve to prevent injuries in sports

   4. Vigorous physical activity increases the efficiency of the cardio-respiratory system. Consider its effects on
      a. size of heart
      b. efficiency of heart
      c. contraction rate
      d. recovery
      e. air intake
      f. vascilarization

5. There must be adequate recreation and rest to refresh the body and the mind each day
   a. a good one-hour-a-day exercise program is preferable to a short duration program
   b. participation in sports is fun and good exercise, but also gives one an opportunity for self-evaluation
   c. Discuss the types of physical activities one may choose to participate in during each season of the year
   d. Evaluate the contribution of individual and team sports to physical fitness.
   e. Identify sports and recreational activities that are suitable for the family
   f. Explain how mental fatigue and tension can be relieved by exercise and body activity
   g. Distinguish between healthful fatigue and harmful exhaustion
   h. Discuss: a program of exercise should be started at an early age
   i. Explain: Why desirable daily exercise is an individual matter (consider occupation and daily work routines) Tie it in to and with careers.

6. Sedentary practices of modern living reduce the effectiveness of body functions
   a. exercise, regardless of its nature or extent cannot provide immunization against communicable diseases
   b. relate the effects of spectator sports, modern transportation, and television on society.
   c. Buzz session: "The Soft American."
   d. Discuss the importance of muscular strength in forestalling fatigue
   e. Discuss the possible effect of prolonged inactivity. Consider:
      1. obesity
      2. muscular otrophy
      3. cardio-respiratory inefficiency
      4. joint stiffness
      5. impairment of various metabolic funcions

   *Suggested pupil Outcomes:
   1. Understands the effects and benefits of physical exercise and activities
   2. Knows the relationship of the skeletal and muscular systems to body movement and posture
   3. Accepts the fact that diet, posture, and personal health habits relate to physical fitness
   4. Accepts the need for balance among purposeful activity, relaxation, rest and sleep
   5. Appreciates that wholesome physical activity is necessary for growth and development
   6. Understands that physical fitness is directly proportional to levels of strength, power, and endurance achieved
   7. Practices the development and maintenance of physical fitness now and in the future

SAFETY

B. There are potential dangers in most normal living activities, but with proper precautions most dangers can be avoided without too many restrictions on the actions of people.

1. There is a necessity to recognize and show respect for potential dangers inherent in some school activities
   a. discuss the importance of training rules and routine
   b. talk about the word "accident"
   c. brain storm and list types of accidents that may result from improper actions while participating in each of the various school programs.
   d. discuss safety rules on buses when coming to or leaving school-respect for drivers
   e. discuss bicycle safety to and from school, and while at school

2. Dangers in the home and in school
   a. climbing accidents (at school gymastic equipment, etc.) (at home ladders, trees, etc.)
   b. knowledge of electrical safety such as outlets, toasters, radios near water, etc.
   c. running in school (hallways, etc.) and running into the street to get balls, etc, at home
   d. pocket knives/jack knives/ sling shots/ spit balls, etc.
   e. ice and snow safety pertaining to bicycles, sleds, cars, walking, etc.

3. Other related safety areas:
   a. boat safety/life preservers/swimming and pool safety
   b. gun safety and hunter safety
   c. power or motor equipment such as lawn mowers, saws, etc.
   d. driving farm machinery or other forms of power vehicles
   e. motor bike safety
   f. fire safety
   g. explosives and fireworks
   h. care safety/lightswork, horn works, spare tire, seat belts, etc.

4. Poisons
   a. relate children with poison centers that are near-by
   b. discuss safety home procedures for products that could be poisonous
   c. discuss one's responsibility when young children are in the home
   d. discuss antidotes for poisons
   e. discuss child-proof caps on drug bottles, insect sprays, etc.

5. First Aid
   a. spreak of first aid services in the community
   b. discuss various institutions relating to first aid (burn centers, poison centers, etc.)
   c. discuss emergency first aid
      1. mouth to mouth resuscitation
      2. care of burns
      3. tornadoes
      4. air raids
      5. athletic activities
      6. baby sitting emergencies that might arise

6. Develop confidence through practice of first aid techniques as a means of protecting self and others
   a. mouth to mouth
   b. chest massage
   c. splinting of limbs
   d. application of dressing and cleaning of wounds
   e. extinguishing of fires
   f. allow children to bring up related topics they wish to discuss

*Suggested Pupil Outcomes:
1. Applies reasonalbe safety precautions in daily living or in known hazardous situations
2. Attempts to make the environment safe and assists others in such efforts
3. Evaluates potential risk, uses sound judgement in avoiding or coping with them and alerts others to such risks
4. Accepts the facts that some accidents are inevitable, but develops an interest in determining how safe behavior can reduce the possibility of personal involvement, injury or death
5. Understands that accidents are caused by human and environmental factors may result in injury, property damage or death
6. Realizes that natural and man-made environmental factors influence health and safety and that some environmental conditions can be modified and controlled.

RULES FOR GOOD HEALTH

1. EAT A BALANCED DIET. Proper food gives you energy. It also keeps your body working well. The body uses food to build new tissues and to repair those that have worn out.

2. EXERCISE REGULARLY. Exercise builds your muscles and helps the blood circulate. It also makes you want to eat, and helps the body use food properly.

3. RELAX REGULARLY. Relaxation makes you feel happier and more comfortable. By practicing to relax you can avoid becoming tense and nervous. A relaxed person can work and play better.

4. GET ENOUGH SLEEP. Sleep lets the body rid itself of poisons, repair worn tissue, and grow properly. When you do not get enough sleep, you cecome tired and cross. Disease germs attack a tired person more easily than a rested one.

5. TAKE CARE OF YOUR TEETH. Good teeth are important for good health. They cut, tear, and grind food to make it ready for digestion. Poor teeth cannot do their job properly, and other parts of your body must then work harder. Germs from decayed teeth may also spread disease throughout the body. Eating a balanced diet and brushing your teeth after eating help prevent tooth decay, or cavities.

6. VISIT YOUR DOCTOR AND DENTIST REGULARLY. Doctors and dentists guard your health. Many diseases develop slowly and do not cause pain in their early stages. Doctors and dentists can often find hidden signs of illness. They can take steps to correct disorders that may cause trouble.

7. KEEP CLEAN. Personal cleanliness improves your appearance and helps keep you well. Germs grow in dirt. Clean surroundings make you feel better.

8. DRESS COMFORTABLE. Loose, light clothing lets you move freely. It also allows air to reach your body. Clothes, particularly shoes, that do not fit properly may give you poor posture.

9. WORK AND PLAY SAFELY. You should follow safety rules at all times. You can prevent many accedents if you really try to be safe.

10. ENJOY YOUR WORK AND PLAY. You are pleased when you do something well. Pleasure is important for mental and social health.

11. THINK HEALTHFULLY. If you think positive, healthful thoughts, you can help make your life more pleasant and healthful. Religion and philosophy help develop healthful thinking habits.

12. FOLLOW THE GOLDEN RULE. By finding ways to help others, you will think less about yourself. Think more about other people's problems, and less about your own. Then you are more likely to have mental and social health.

BASIC CONCEPT: Use of health information, products and services is governed by the application of an individuals criteria

IX. Consumer Health

A. Rationale: consumer organizations and governmental agencies are endeavoring to help the purchaser to learn how to spend money wisely and how to distinguish between useful and effective consumer products and those that may be useless or even harmful. The educated consumer is his own best friend.

1. It is the individual's responsibility to evaluate the accuracy of health information
2. Develop ability to evaluate health information and values in making choices and decisions
3. Read article in "Today's Health"- The Importance of Honesty in Advertising
4. Study Consumer Report Magazine "The Medicine Show" and "Health Hucksters"
5. Use clippings, tapes, recordings and other samplings of health advertising and discuss techniques used: appeals to fear, to pride, imitation (famous people) social approval, authority of endorser (doctor says, research says). Promise of miracles, partial truths

B. Advertising can be of great value

1. Great assortment and variety of drugs and health products
   a. discuss advertising and the means by which it saves you money, offers you protection for the honest manufacturers, and is vital to nation's economy
   b. talk with a pharmacist about drug standards, prescriptions, costs, etc.
   c. discuss medicines and how pills are made

2. Related reasons for the value of the Consumer Health Role
   a. helps identify and rid us of quackery
   b. advises us to seek professional advice rather than self-diagnosis or self-treatment
   c. advises about personal health and accident insurance
   d. aids us in making wiser decisions when selecting competent medical and dental services
3. The health of every individual is protected and served by many agencies
   a. UNESCO
   b. UNIDEF
   c. F.D.A. (Food, Drug Administration)
   d. F.T.C. (Federal Trade Commission)
   e. Post Office Dept.
   f. voluntary health agencies
   g. local Health Dept.
   h. State Health Dept.
   i. Better Business Bureau
   j. AMA - American Medical Assoc.

4. The Food and Drug Administration and Federal Trade Commission are concerned with advertising
   a. set up standards for processing foods (FDA)
   b. labeling of special dietary foods FDA must be informatively labeled
   c. FDA and nutritionists formulate the criteria for supplementing foods
   d. FTC checks advertising on radio and television, and in magazines and newspapers
   e. FTC checks books to make certain that improper ways to prevent, treat, or cure health problems are not given
   f. FTC contacts people it finds guilty of false advertising. Court actions and fines may result

C. Quackery Today
   1. How people are still being fooled by quackery
      a. testimonials by door-to-door salesman
      b. testimonials through the mail
      c. testimonials by quacks

   2. Certain kinds of quackery
      a. cancer quackery
      b. arthritis quackery
      c. beauty quackery

   3. Why quackery has not been stopped
      a. peoples fears about themselves allow them to be taken in by quackery
      b. some people fear operations so they seek quacks who say they can be cured without surgery
      c. other people disagree with doctors and assume a quack speaks the truth in saying he has a cure that will take only a few hours
      d. overweight people refuse to properly diet and turn to "miracle drugs" instead
      e. some turn to quackery because they do not trust doctors
      f. Name other reasons for quackery

D. Quackery in the future

   1. discuss the possibilities of quackery in the future
      a. will the amount of money spent on quackery change in the future? Why or why not?
      b. will new kind of quack products be developed in the future: Why or why not?
      c. what health problems might cause people to spend money on quackery in the future?
      d. will government agencies and other consumer protection groups have to change to fight quackery in the future? Why or why not?
      e. Will new laws be needed to fight quackery in the future? Why or why not?

*Suggested Pupil Outcomes:

1. Discriminate critically between reliable and unreliable health information and advertising
2. Know that sound health is basic to the establishment of valid criteria for evaluating and selecting health services and practices and products
3. Avoid the dangers of medical neglect, self-diagnosis and self-treatment for himself and others for whom he has a responsibility
4. Know how to select and evaluate competent medical, dental, and other health personnel and services
5. Appraise and evaluate health and accident insurance groups
6. Appreciate and understand functions of consumer organizations and health agencies and their responsibilities in supporting and promoting health programs
7. Understand the importance of food standards and other instruments for protecting consumers under Federal Law

BASIC CONCEPT: In a sense aging begins at the moment of birth. We must begin educating ourselves for aging successfully as soon as the child is capable of receiving instruction. We are born, we live, we die. This is the aging process.

X. Birth/Aging Process/Death

A. Prime age of Life

1. discuss births that may have taken place in the families that the students can identify with_ Reactions:
   a. joy
   b. jealously
   c. curiosity
   d. misunderstanding

2. Discuss age they feel has been the best so far in their life
   a. primary years
   b. lower elementary years
   c. middle school years
   d. upper elementary years/adolescence

3. Discuss basic differences between men and women at various ages

4. Discuss married couples who wed at an early age:
   a. 16-18
   b. 19-21
   c. 22-25
   d. 26-30
   e. over 30
   f. over 40
   g. second marriages-over 50

B. Some marriages become stronger after age 30; some appear to become strained and the couple moves farther apart.

1. What factors would you say operate to draw husbands and wives closer? To move them further apart?

C. Long-time goals of our scientific and technological society
   1. Constant efforts to become bigger and better
      a. Society desires longer life
      b. Society desires better health
      c. Society desires growing freedoms
      d. Society desires more freedom from work and household responsibilities

   2. Why do we tend to see only "problems" in this achievement of goals?

D. Retirement
   1. Most workers in their middle years seem to look forward to retirement
      a. Do you agree with the above statement?
      b. How do you account for this change of attitude as workers grow older?
      c. Do you think this fear of retirement will change in years to come? Why?
      d. Should retirement represent well-deserved leisure rather than boredom? If so, what must be done to alter the present attitudes people have.

E. Youth (as a fetish) is glamorized
   1. Our society glamorizes youth
      a. in terms of strength
      b. energy
      c. physical beauty
      d. seeks to perpetuate these attributes in later years through artifacts and pretense

   2. Middle years
      a. need sufficient meaning and opportunity for growth and develpment in the middle years
      b. need to make middle years an attractive period of life

F. The Work Week
   1. In 1890, most people worked about sixty hours a week. Today, most of us work about 40 hours a week.
      a. prospects lean toward working still fewer hours a week in the future
      b. What are we doing with the twenty hours gained?
      c. What shall we do with still more leisure time?
      d. What position do you think labor unions will take on the lower work week?
      e. Is the shorter week a step in the right direction?
      f. Can you relate the shorter week to retirement and leisure? Problems - advantages.

G. Death

1. Death means ending of life
   a. vital body organs cease to function
   b. physical stoppage as well as mental

2. Death is a process of nature
   a. you are born and you die
   b. nature provides a cycle of birth, growth, and reproduction
   c. death is the concluding of the nature cycle
   d. Is death an enemy or is it needed?

*Aging is a natural phenomenon and a basic characteristic of all living matter and is, therefore, not to be confused with demise. Aging is a continuous process of growth and development in all structures and functions of the body, beginning at birth and ending at death.

*Suggested pupil outcomes:

1. To show that aging, as a natural process, is a characteristic of the life and growth of all organisms.
2. To trace the physiological and psychological changes to be expected as a result of maturation
3. To evaluate the changes which occur with refererce to their significance for the continued development of the potentialities of the individual
4. To indicate that middle age is a critical point at which understanding of the aging process can result in the maintenance of physical and mental health.

HEALTH EDUCATION-THE MAGIC KEY

There are at least four essentials in any successful health program. First, and of extreme importance, is that the material presented be scientifically accurate and quite specific. Secondly, the information should be in simple, understandable terms, which is both meaningful and applicable to the group. The use of technical terms in medicine, psychology and social sciences without proper interpretation is a common fault of some educators and other specialists. Another quality is group involvement or group participation. It is much more effective to help a group help themselves than to attempt to do it for them, whatever the problem may be. Finally, a fourth essential is to develop the program to as specific a group as possible. Direct communication to a particular group or individual is oftentimes more difficult, but usually more effective. The program should be tailored to the needs of the group being reached.

Education can be but a word in a school program or education can be a dynamic, moving force upon which to build. The program, to be effective, must be positive and simple. It should emphasize the DO's rather than the DON'T's and should be aimed at specific groups and needs. It must lead to action, and eventually should embrace the key segments of the community.

Health is a relative term meaning different things to different people. To the sick, it means getting well. To the well person, its value is preventing sickness and achieving a more fuller, richer life. To the general public, health is desired for its contribution to fundamental human wants. A health education program does not say "Do this and you will be healthy." It must relate action to more specific and immediate objectives of the individual, family and community.

CAREERS

In each health area the following elements will be studied:

1. Personal characteristics of people on the job
   A. Their likes and dislikes
   B. Strengths and weaknesses
2. Education Requirements
3. Entrance requirements
4. Qualifications
5. Financial return
6. Opportunities for advancement
7. Nature of the work
8. The job setting
9. Benefits and disadvantages (including related or preferred leisure time activities)

I. Social living - Careers
-People who deal with related areas and tasks.

1. Clergyman (help individuals, families, etc. in distress situations to relate to and with their problems)

2. Physicians (although their main task is preventive and curative medicine for the physical body, they also encounter many instances where they aid the mental qualms of their patients)

3. Nurses (similiar to doctor's role)

4. Psychologists (School and medical)

5. Psychiatrists

6. Transactional Analysts

7. Social Workers

8. Counselors

9. Teachers

*Bring in a speaker or plan field trips accordingly.

I. Social living - Activities

1. Giving and receiving of warm fuzzies
-Each student will write one positive thing about himself that no one else will see
-Each student will write one positive thing about another student, and say it aloud to that person
-Discuss the feelings that originate inside oneself or in a room where people are warm and positive with each other

2. Role playing
-give students different situations and nave them role play one time using positive strokes and one time using negative strokes
-discuss different reactions and decide which transactions are most beneficial

3. Values - Q-Sort
-Each student will receive ten slips of paper with one of the following values on each slip:

1. money
2. good health
3. status
4. religion
5. home and family
6. security
7. education
8. job satisfaction
9. leisure time
10. happiness

Each student will rank them as to the importance he places on them. Then discuss reasons why they ranked them as such and the value related to each in relation to the individual student.

4. Use record and book series of "Free To Be You and Me." Discuss areas in career terms as well as socialization terms.

5. I'm going to take a trip game-awareness, acquaintance, deep thought over a very simple task.

II. Mental Health - Careers
-People who deal with related areas and tasks

1. clergyman
2. physicians
3. nurses
4. psychologists
5. psychiatrists
6. social workers
7. counselors
8. teachers
9. transcendental meditation director and teachers
10. transactional analysists

Also work at institutions such as Mental Health Institutes when research is done in the area

II. Mental Health - Activities

1. Getting in touch with one's self through use of open ended sentences "Branden" Sentences. (Nicholas Branden) Getting in touch with the child part of you.

1. Right now I feel _____
2. When I got up this morning_____
3. I'm a person_____
4. All my life _____
5. Mother was always_____
6. Father was always_____
7. When I feel scared I _____
8. When I'm in my own world _____
9. One of the things I want you to know about me _____
10. One of the things I had to do to survive _____
11. Now I am finding_____
12. I remember_____
13. A good thing about me _____
14. Now I am feeling_____
15. I am a person who_____

I am _____ (angry / happy / sad) about _____ (feeling / situation or person) and I need _____ and I will _____ (ask/do).

2. Interpret feeling and values through physical appearance and expressions
   -let students compile a booklet of Pictures showing different people and expressions. They must write a short paragraph about these people just by viewing them
   -I will show pictures with various expressions and they will have to offer one or two word answers to explain how they react to what they see

3. Make a "you" collage
   -Either a code of arms type activity that they may draw of themselves or a magazine collage of things that tell a story about them. (Various pictures and words, etc.)

III. Nutrition - Careers

1. Dietician (Dietary programs)
2. Chefs - cooks
3. Health foods
4. Nutritionists
5. U. S. Food and Drug Adminstration jobs
6. Meat Instpectors
7. Bakers
8. Butcher's
9. Dairy Council careers
10. State employees who inspect public eating places
11. Corporate food inspectors
12. Organic garders
13. Milk inspectors
14. Cheese factories/related occupation
15. Dairies/Dairy farming
16. Technicians who deal with regulation and production

III. Nutrition - Activities

1. Do a study on Vegetarianism/find out the pro's and con's to it
2. Speaker-Health Foods acquaint student with organic and health foods (possibly take a field trip to a health food store
3. Cooking and preparing nutritious foods
   -salads - cook outs
   -baking easy bread
   -low calorie, nutritious desserts (Knox Blocks)
   -tacos
4. Design and make nutrition posters to hang in school cafeteria
5. Bring in someone to speak on harmful toxics in sprays, etc. and how they enter the food and then our bodies

IV. Tobacco - Careers

1. Career Researcher
2. Career in Tuberculosis Study
3. T.B. Technicians
4. Researcher with cigarette companies to find out improved safety methods for manufacturing cigarette
5. Heart Researcher
6. State Department of Health Workers
7. Inhalation Therapists
8. Advertising Careers in Smoker Safety
9. American Cancer Society
10. Customs Inspectors (allowing only quality crops across border lines)
11. Health Inspectors in tabacco manufacturing plants

IV. Tobacco - Activities

1. Living display from American Cancer Society-discuss it
2. Take a survey within the class to find out their feelings on smoking
   -How many anticipate smoking
   -How many have tried it
   -How many parents smoke
   -How many brothers or sister smoke
   -How much do these people smoke

   Then make up survey sheets to go home to each family aking questions about:
   1) reason for smoking
   2) if they smoked, then quit
   3) reasons for quitting, etc.

   Review results and discuss pro's and con's

3. Buzz Session: Should teenagers smoke?
4. Have speaker and related films during the unit
5. Invite an Inhalation Therapist to discuss his role in treating respiratory diseases. Would he advocate the use of tobacco products?

V. Alcohol - Careers

1. AA personnel
2. Alcohol Research
3. Nurses/Doctors/Alcoholic Hospital Wards
4. Plant Health Inspectors where alcohol is bottled
5. Half-way house volunteers or workers
6. Preventative alcohol fields/speakers, advertising such as commercials discouraging drinking and driving
7. Counselors
8. Rehabilitation Therapists (mental and physical)

V. Alcohol - Activities

1. Have a class discussion: Should I drink alcoholic beverages? (Possibly panels)
2. Collect advertisements from newspapers and magazines and determine their affect on youth
3. Discuss: The only sobering effect of coffee is to produce a wide awake drunk
4. Bring in village policeman to find the effect of alcohol on the crime rate and the automotive accident rate in the community
5. Act out a family scene where alcohol has played a large part in causing turmoil, child despair and heartbreak (Use cautiously)
6. Discuss the relationship and effect of alcohol on or in your community
7. Act out or role play a bus driver whose on-the-job drinking has caused him to be involved in an accident fatal for two children

VI. Drugs - Careers

1. Mental Health Program people who deal with drug users
2. Drug Rehabilitation
3. Narcotic Agents
4. Customs Agents
5. Drug Researchers
6. Laboratory workers
7. Survey people (house to house, etc.)
8. Druggist/Pharmacists
9. Pill companies/related occupations
10. Preventive products/child-proof caps, cans, etc.

VI. Drugs - activities

1. Develop a mural on the history of drug use. Relate to historical events; wars, etc.
2. Hold an interview for career purposes.
   -Interviewer - one
   -Applicant - one (neat, articulate, etc.)
   -Applicant - one (history of drugs, long hair, unkempt, etc.)
   Discuss which applicant would be most desirable or suitable. Why?
3. Have students dramatize some events in the life of a potential glue sniffer.
4. List drugs in your medicine cabinet. Determine which are common to the home. Copy directions from two of the labels and discuss. Discuss how drugs in common usage may become a problem
5. Discuss what to do when unexpected reactions to drugs occur. (Possible affects of aspirin or tranquilizers on infants)

VII. Hygiene - Careers

1. Doctors
2. Nurses
3. Dentists
4. Beauticians
5. Barbers
6. Opticians
7. Podiatrists
8. Health Spa's or Salons
9. Manicurists
10. YMCA - YWCA
11. Teachers
12. Dermatologists
13. Pharmacist
14. Avon Lady/selling soaps, etc.
15. Advertising personnel
16. Home Economists
17. Chiropractic Careers/ posture
18. Dental Hygienist
19. Oral Surgeons
20. Orthodontist
21. Opthamologist

VII. Hygiene - Activities

1. Have Dermotologists speak on skin care
2. Have students pool ideas and talk about skin care; feelings about nice appearing skin, unattractive skin, etc.
3. Have an eye doctor speak on eye care. (Eye safety also)
4. Posture - speak about scoliosis and check each other for it. Discuss plum lines, etc., in relation to straight backs
5. Identify the causes of poor posture
6. Make a collage or drawing of your world or your town under the "influence of garbage." Point this activity at the importance of garbage men in as far as career dignity or status is concerned

VIII. Physical Fitness/Safety - Careers

1. YMCA - UWCA
2. Physical Education Teachers
3. Recreational personnel
4. Red Cross volunteers
5. Red Cross personnel
6. Rescue work
7. Firemen
8. First Aid
9. Paramedics
10. Ambulance attendants
11. Nurses Aides
12. Orderlies
13. Swimming Instructors
14. Boating instructors
15. Health Spa's or Salons/related jobs
16. Poison Centers/related jobs
17. Professional Sport careers
18. Policeman/Bicycle Safety/Gun Safety
19. Gun Safety Instructors
20. Physical Rehabilitation
21. Park Directors

VIII. Physical Fitness/Safety - Activities

1. Report on and discuss the airobics program of physical fitness. Ask a school personnel versed in this area to come in and speak about it.
2. Conduct a self-evaluation considering personal improvement and peer status in relation to:
   a) skills
   b) coordination
   c) strength
   d) speed
   e) endurance
   f) teamwork
   g) sportsmanship
3. Buzz Session: The Soft American
4. Discussion: Why is physical education a required course in high schools and in most colleges?
   Panel: One side opposes required phy. ed.
   One side supports required phy. ed.
5. Do a compilation of the physical fitness varieties available to American, (Pulaski area)
6. Leisure time - pro's and con's
   -How fitness relates to leisure
   -How fitness relates to avoiding mental and physical fatigue
7. Invite Rescue squad to give a talk, demonstration, and film presentation
8. Ask policeman to talk about dangers of tampering with road signs
9. Have groups construct a situation which has potentials for a traffic accident; exchange situations with other groups. Role play or discuss the necessary factors for preventing that accident from happening. (Include courtesy, emotion, and attitudes in discussion)
10. Develop a "what's right" and "what's wrong" display using pictures, diagram, photos, drawings
11. Investigate the word "accident."
12. Bring in speaker to demonstrate gun safety to those students interested in it
13. Do a depthy unit on baby-sitting.
    1) maturity
    2) baby-sitter code
    3) construct a baby-sitting notebook:
       1) emergency telephone numbers
       2) outline possible first aid techniques
       3) snack suggestions, games, stories
14. Many other activities are to be found in HEALTH EDUCATION GUIDE, (K-12) Morris Barrett. p. 342-45

IX. Consumer Health - Careers

1. Dentists
2. Grocers
3. Advertisers
4. FDA
5. Magazine careers such as "Today's Health"
6. Consumer reporters
7. Consumer Health researchers
8. Doctors
9. Salesmen
10. Agencies
11. Radio
12. TV
13. Schools
14. F.T.C.
15. UNICEF
16. Post Office Department
17. Voluntary Health Agencies
18. Law Enforcement pertaining to quackery
19. Better Business Bureau
20. Lab Technicians

IX. Consumer Health - Activities

1. Quackery - children make up labels for bottles or pill boxes selling a fraudulent product. Try to convince the class of it authenticity.
2. Research harmful events and effects that have originated due to quackery.
3. Discuss medical folklore, old wives' tales, superstitions and how these misconceptions could impair health. Discuss hazards of self-diagnosis and self-medication
4. Examine advertising procedures. Make a TV out of old large cardboard carton and let various students advertise. -Evaluate the advertisements and comment on various techniques used.
5. Have students make medical identification cards. Indicate health insurance coverage and patient emergency information. (i.e. blood type, allergies, religion, etc.)
6. Invite insurance agent to speak to class about wise decisions pertaining to health insurance
7. Find examples of advertised products in newspapers, periodicals in which the manufacturer attemped to satisfy a current fad (i.e. curbing smoking habit, controlling overweight).
8. Use films also.

X. Birth, Aging, Death - Careers

1. Teachers
2. Mothers and Fathers
3. Doctors
4. Nurses
5. Convalescant home workers
6. Researchers
7. Animal scientists (study animal aging patterns)

These are just a few deliberate occupations that could be delved into. Because this area deals with all of life (from birth to death) almost every career today could apply.

X. Birth, Aging, Death - Activities

1. Discuss men and women
   a) difference in maturity level
   b) people who have children - no children
   c) observations of parents and other adults
   d) What draws husbands and wives together? (Pushes them apart?)

2. Discuss middle years
   a) nearing retirement
   b) family raised
   c) meaningful elderly existence
   d) increased leisure time
   e) shorter work weeks

3. Refer to HEALTH EDUCATION GUIDE K-12 for other related activities.

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INTRODUCTION TO CAREER PLANNING

Day One: Introduce self Career Ed and Career Plan Program
P. 3 - Transparence #1

UNIT I

Day 2 & 3: About Careers and Career Decision Making
P. 4-7 Transparence #2 & 3
Discuss "Why Do People Work"
Make list on board of reasons for working
"What is a Job" - Film (see Ken-SVE)

Activity: Jobs of past, present and future
Go over steps of Decision Making P. 6-7

Discuss- The Making of a Decision
What personal and environmental factors influence decisions
Possibly movie called Decisions, Decisions

UNIT II

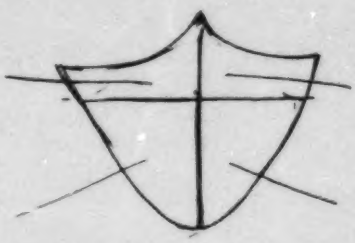
Day 4 & 5: Job Families P. 8-10 Transparency #4 & 5
Complete Job Family Exercise-which makes tentative job choice
Present job clusters from U.S.O.E. and compare to Job Families in booklet
Film - "What are Job Families" (see Ken - SVE)

UNIT III

Day 6 & 7: Self-Awareness P. 11-12 Transparency #6
Do exercises on p. 11 & 12

Activity: Values Q-Sort or What do you want from your Career- Money: Status? Happiness? Low Risk."

Me Coat of Arms



How does Q-Sort and Coat of Arms fit job choice from Unit II

Film "Who Are You"
"What Do You Like" (See Ken - SVE)

UNIT IV

Day 8 & 9: Career Journey pages 14-15 Transparency #7 & 8
Do Ed. Plans Exercise
Film "What Good is School" (See Ken - SVE)
High School Courses - relate them to specific courses - Unit II Job Choice; What courses will you have to take

Activity: Compare peoples ability with their ambition
Example: Why Mr. Magoo couldn't be an airline pilot

UNIT V

Day 9 & 10: Finding Self in World of Work - Transparency #13, 14, 15, & 16. P. 16-20
Read and discuss People, Things, Data Ideas

Activity: Introduce Dictionary of Occupational Titles and explain number system especially last three numbers.

Make Bulletin Board of Occupations

People	Ideas	Things	Data

UNIT VI

Day 11 & 12: Self/Career Exploration p. 21-24
Do Check list 21-22

Thought Question: What would you most like to be doing (job wise) when you are 25? Discuss or write which ever is most comfortable.

Introduce Occupational Outlook Handbook
Do the exercises on pages 23 and 24

UNIT VII

Day 13 & 14: Travel Guides For Your Career Journey p. 25-34
Read pages 25-27
Go over charts on 28-34
Introduce Guidance Counselor and have her talk about her job. Show school catalogs from different schools. Use of Guidance Counselor in future high school - financial aids, career ed counseling

Day 15: Wrap up unit.
Assessment of program
Good points
Bad points
Wisconsin Assessment Inventory

SEVENTH GRADE CAREER ED. CURRICULUM

Job Clusters: Business and Office; Marketing and Distribution; Public Service; Communication and Media; and Transportation

For Seventh Grade heavier emphasis is placed on Public Service, Communication and Media, and Transportation. This is due to the many "hands on" projects in Business and Marketing in eighth grade. The seventh grade curriculum is designed to give students an overview of what jobs are available in each cluster and what job characteristics are included in each cluster.

UNIT I PLAN

Public Service

I. Goals:
   A. To develop an understanding of public service careers.
   B. To define and explain the career opportunities within the cluster
   C. To develop an understanding of the cluster job characteristic.
   D. To develop the nine elements found in class objectives

II. Partial list of careers within the cluster

Government Services (State, Local, Federal)

City Managers	Counselors
Clergymen	Funeral Director
Policemen/Crimologists	Street & Highway
Teachers	Maintenance
Firefighters	Judges
Lawyers	Social Worker
Librarians	Armed Forces
	Janitors

III. Overview of Job Cluster
   A. Similar Characteristics of job cluster
      1. People to People oriented
         a. public contact
            1. working for public
            2. working with public

   B. Typical environment and working conditions
      1. Outdoors
         a. street and highway maintenance
         b. firefighters
         c. policemen

2. Indoors
   a. Janitors
   b. Librarians
   c. Teachers

C. Typical Skills Need
   1. Relates well with people
      a. can work with and around public
   2. Confidence in self
   3. Command of language
      a. public speaking
      b. group speaking
      c. one to one speaking
   4. Education needed (most commonly)
   5. Jobs available locally

IV. Group study of selected careers
   A. Students may work in small groups or individually explore specific jobs with in cluster

   B. Students present findings from their groups

   C. Make notebook of findings

V. Other Activities
   A. Special Activity: Have class send for Social Security Cards
      1. Discuss how Social Security is involved with world of work
      2. Discuss Government public service jobs
   B. Simulation Games
      1. Example: Disaster Controller
      2. Example: Earthquake Analysis
   C. Bulletin Boards

VI. Resources
   A. Career Corners
      1. Books
      2. Printed pamphlets
      3. Films, filmstrips, tapes
   B. Guest speakers

VII. Evaluation
   A. Class participation
   B. Group Activities
   C. Cluster evaluation
      1. Good points
      2. Improvements for future

The preceeding is a rough semi-detailed unit plan. This will be the basic format for the following units, therefore much of the detail has been exempted.

UNIT II

Communications and Media

I. Goals
   A. Same as previous only adjusted to meet needs of this cluster

II. Partial List of Careers with in the cluster

III. Overview of Job Cluster
   A. Similar Job Characteristics
   B. Typical Environment and Working Conditions
   C. Skills needed
   D. Jobs available locally

IV. Small Groups for selected job or area study

V. Other Activities
   A. Special Activity-Telephone Rules and Manners
   B. Simulation Games
   C. Bulletin Boards

VI. Resources
   A. Career Corners
   B. Guest Lecturers

UNIT III

Transportation - People moving people

I. Goals
   A. Same as previous only adjusted to meet needs of this cluster

II. Partial List of Careers with in the cluster

III. Overview of Job Cluster
   A. Similar Job Characteristics
   B. Typical Environment and Working Conditions
   C. Skills needed
   D. Jobs available locally

IV. Small Groups for selected job or area study

V. Other Activities
   A. Not yet decided

VI. Resources
   A. Career Corners
   B. Guest Lecturers

UNIT IV

Marketing and Distribution

I. Goals
   A. Same as previous only adjusted to meet needs of this cluster.

II. Partial List of Careers with in the cluster

III. Overview of Job Cluster
   A. Similar Job Characteristics
   B. Typical Environment and working conditions
   C. Skills needed
   D. Jobs available locally

IV. Small Groups for selected job or area study

V. Other Activities
   A. Special Activity: Have students open checking account and savings account at Wiand's National Bank.
      1. Discuss different types of accounts
      2. Students maintain checking account and reconciling of account
      3. Compare commercial banks, Savings and Loans, and Credit Unions
   B. Simulation Games
   C. Bulletin Boards

VI. Resources
   A. Career Corners
   B. Guest Lecturers

UNIT V

Business and Office

I. Goals
   A. Same as previous only adjusted to meet needs of this cluster

II. Partial List of Careers with in the cluster

III. Overview of Job Cluster
   A. Similar Job Characteristics
   B. Typical Environment and Working Conditions
   C. Skills needed
   D. Jobs available locally

IV. Small Groups for selected job or area study

V. Other Activities
   A. Not yet decided
   B. Simulation Games
   C. Bulletin Boards

VI. Resources
   A. Career Corners
   B. Guest Lecturers

EIGHTH GRADE CAREER ED. CURRICULUM

Job Clusters: Business and Office; Marketing and Distribution; Public Service; Communications and Media; Transportation.

The Eighth Grade curriculum places a heavier emphasis on Business and Marketing. It is also more "hands on" activity oriented. Also included will be a unit concerning looking and securing a job. Next year, this may be the introductory unit replacing Houghton Mifflin's Career Planning Program.

UNIT I Do You Really Want A Job?

I. Goals
   A. To develop an understanding for techniques used in looking for a job
   B. To have the students become acquainted with job seeking forms
   C. To have the students become acquainted with the job interview

II. Where Do You Start
   A. Want Ads
      1. Newspaper
      2. Trade magazines (See Pat Winke)
   B. Employment Agencies
      1. Paid and Non-paid Fees
      2 State Agency
   C. Friends and Business Associates
   D. Direct application
   E. School Placement Papers

III. Job seeking forms
   A. Letter of Introduction
      1. Need for it
      2. Content
   B. Resume'
      1. What is it
      2. Content
   C. Job Application
      1. Content
      2. Look at different types

IV. The Interview
   A. Preparation
      1. Background information about the employer
      2. Grooming
         a. appearance
         b. type of clothing
      3. Emotional feelings
         a. don't be too nervous
         b. be yourself

B. The Interview
1. Questions you might be asked
2. Questions you might ask
3. Wrap-up

*Go Bananas when you get the job!

V. Activities
A. Write letter of introduction
1. Good and bad
B. Write sample resumes
C. Compare and fill out job applications
D. Sample job skills tests
E. Mock interviews - good and bad

IV. Resources
A. Books
B. Sample resumes, job applications, skills tests
C. Films, tapes, filmstrips
D. Guests, (Mr. P., Mr. O., Mr. M., Mr. W.)

VII. Evaluation
A. Class participation
B. Class assignments
C. Class activities
D. Good points of Unit
E. Areas of improvement

UNIT II Business and Office

I. Goals
A. to develop an understanding of jobs within each cluster
B. to explore career opportunities within each cluster
C. to give the student at least one "hands on" experience within each cluster
D. to emphasize the nine elements found in the class objectives

II. Overview of Business and Office
A. List and discuss jobs within job clusters
B. Similar job characteristics
C. Work conditions
D. Skills
E. Jobs found locally

*This portion is the same as Part II of the Seventh Grade Curriculum. For 7th grade, this part was quite important and lengthy. In 8th grade this will be a review lasting two days at the most.

III. Group and individual study of Careers
- A. Select job or job area you wish to study
- B. Research the job or job area and decide on a "hand on" project.
- C. Work on "Hands on" projects
  - 1. Possible projects
    - a. Mini-office situation
      - 1. use business machines
      - 2. use many business forms
    - b. Set up own small business
    - c. Data processing set up
      - 1. explain card
      - 2. explain flow chart
      - 3. explain a print out
    - d. Field trip
      - 1. take pictures
      - 2. record sounds
    - e. Work in School Office
    - f. Other project teacher and student may come up with
- D. Present "hands on" project to class

IV. Resources to be used
- A. Career Corners
  - 1. Printed materials
  - 2. Books
  - 3. Films, filmstrips and tapes
  - 4. Field trips

V. Evaluation
- A. Class participation
- B. "Hands on" projects
- C. Good parts of Unit
- D. Improvements for the Unit

UNIT III Marketing and Distribution

I. Goals
- A. to develop an understanding of jobs within each cluster
- B. to explore career opportunities with in each cluster
- C. to give the student <u>at least</u> one "hands on" experience with in each cluster
- D. to emphasize the nine elements found in the class objectives

II. Overview of Marketing and Distribution
- A. List and discuss jobs within job clusters
- B. Similar job characteristics
- C. Work conditions
- D. Skills
- E. Jobs found locally

III. Group and individual study of Careers
- A. Select job or job area you wish to study
- B. Research the job or job area and decide on a "hands on" project
- C. Work on "Hands on" projects
  - 1. Possible projects
    - a. Make advertising campaign possible for Ken's project
    - b. Video taping commercials
    - c. Set up supply office
    - d. Stock and Sell mini-store
    - e. Cash register
    - f. Set up display
    - g. Buy and sell house
    - h. Other
- D. Present "hands on" project to class

IV. Resources to be used
- A. Career Corners
  - 1. Printed materials
  - 2. Books
  - 3. Films, filmstrips and tapes
  - 4. Field trips

V. Evaluation
- A. Class participation
- B. "Hands on" projects
- C. Good parts of Unit
- D. Improvements for the Unit

UNIT IV Communication and Media

I. Goals
- A. To develop an understanding of jobs within each cluster
- B. To explore career opportunities with in each cluster
- C. To give the student at least one "hands on" experience with in each cluster
- D. to emphasize the nine elements found in the class objectives

II. Overview of Communication and Media
- A. List and discuss jobs within job clusters
- B. Similar job characteristics
- C. Work conditions
- D. Skills
- E. Jobs found locally

III. Group and individual study of Careers
- A. Select job or job area you wish to study
- B. Research the job or job area and decide on a "hands on" project

C. Work on "Hands on" projects
1. Possible Projects
a. set up and tape TV Show
b. do radio tape
c. Magazine Edit, Layout, Photo, etc.
d. School newspaper
1. reporting
2. cartooning
3. etc.
e. Write a Novelette
f. Divise own Secret Code and work it
g. Other

D. Present "hands on" project to class

IV. Resources to be used
A. Career Corners
1. Printed materials
2. Books
3. Films, filmstrips and tapes
4. Field trips

V. Evaluation
A. Class participation
B. "Hands on" projects
C. Good parts of Unit
D. Improvements for the Unit

UNIT V

Public Service

I. Goals
A. To develop an understanding of jobs within each cluster
B. To explore career opportunities within each cluster
C. To give the student <u>at least</u> one "hands on" experience with in each cluster
D. To emphasize the nine elements found in the class objectives

II. Overview of Public Service
A. List and discuss jobs within job clusters
B. Similar job characteristics
C. Work conditions
D. Skills
E. Jobs found locally

III. Group and individual study of Careers
A. Select job or job area you wish to study
B. Research the job or job area and decide on a "hands on" project
C. Work on "Hands on"projects

1. Possible projects
   a. Mock trial
   b. whole class project
      Income Tax and State Tax forms
   c. Mini teaching session
   d. what goes into running a school
   e. janitor for a day
   f. Other

D. Present "hands on" project to class

IV. Resources to be used
   A. Career Corners
      1. Printed materials
      2. Books
      3. Films, filmstrips and tapes
      4. Field trips

V. Evaluation
   A. Class participation
   B. "Hands on" projects
   C. Good parts of Unit
   D. Improvements for the Unit

UNIT VI Transportation

I. Goals
   A. To develop an understanding of jobs within each cluster
   B. To explore career opportunities within each cluster
   C. To give the student <u>at least</u> one "hands on" experience with in each cluster
   D. To emphasize the nine elements found in the class objectives

II. Overview of Transportation
   A. List and discuss jobs within job clusters
   B. Similar job characteristics
   C. Work conditions
   D. Skills
   E. Jobs found locally

III. Group and individual study of Careers
   A. Select job or job area you wish to study
   B. Research the job or job area and decide on a "hands on" project
   C. Work on "Hands on" projects
      1. Possible projects
         a. set up a bus, railroad, and air travel route
         b. run a mock air flight
         c. set up vacation plan
         d. terminal manager
         e. Other

D. Present "Hands on" project to class

IV. Resources to be used
  A. Career Corners
    1. Printed materials
    2. Books
    3. Films, filmstrips and tapes
    4. Field trips

V. Evaluation
  A. Class participation
  B. "Hands on " projects
  C. Good parts of Unit
  D. Improvements for the Unit

INTRODUCTION TO CAREER PLANNING

TEXT: EXPLORING

UNIT I ABOUT CAREERS pages 3-5

A. A Career Is Like A Journey
Topics: Where Am I Going?
Where Am I Now?

Activities: Questionaire about Home, Family, Hobbies.
Transparency
Filmstrip: "Who Are You?"

B. Why Do People Work?
Discussion

Why Do You Want To Work?
Discussion and Write: "What Do You Want?"

Activities: Filmstrip. "WHAT DO YOU LIKE TO DO?

C. What Kinds of Work Are There?
Activities: Flash Cards and Transparency
Discussion: What Are Jobs Really Like?

UNIT II CAREER PLANNING AND DECISION MAKING pages 5-7

A. The Making of a Decision
Discussion: How are Decisions Made
Activity: Steps in Career Planning and Decision Making
Pages 6 and 7

B. What Do You Want?
Discussion: What Are the Rewards of the Job?
Activity: Job Family Exercise pages 8 & 9

UNIT III SELF AWARENESS pages 9 & 11

A. Job Values and Working Conditions Preferences
Exercise: "Q-Sort"
Discussion of job values and working condition preferences

B. Job Families - How Do Working Conditions and Job Values
Affect Your Family Preferences
Exercise: Coat of Arms

UNIT IV RATE YOUR ABILITIES

A. Activities: page 12 Rate Your Abilities
Discussion: Working On Abilities (Your strengths,weaknesses)

B. Educational Map
Discussion: "12 Educational Avenues"

UNIT V RELATING YOUR SELF TO CAREERS

Discussion:
A. Careers Deal with PEOPLE, DATA, THINGS and IDEAS
Activity: Job Quiz

B. The 15 USOE Clusters
Activity: Bulletin Board

UNIT VI USING REFERENCE MATERIALS TO EXPLORE OCCUPATIONAL CHOICES

A. Activities: Self/Career Exploration Check list p. 21-22

B. Reporting on an Occupational Choice using available reference books and people

UNIT VII Pages 25-34

A. Educational Avenues 1 thru 12
Discussion of the Avenues

B. Introduction to the Guidance Counselor
Activities: The Wisconsin Career Awareness Test
Guest Speaker: Guidance Counselor

SEVENTH GRADE CAREERS

AREA III INDUSTRIAL ARTS

Natural Resources	Agri-Business
Environmental	Transportation
Marine Science	Construction
Manufacturing	

Within each cluster above the following elements will be studied:

1. Personal Characteristics of People On the Job
   A. Their Likes and Dislikes
   B. Strengths and Weaknesses
2. Education Requirements
3. Entrance Requirements
4. Qualifications
5. Financial Return
6. Opportunities for Advancement
7. Nature of the Work
8. The Job Setting
9. Benefits and Disadvantages (including related or preferred leisure time activities)

A Definition of Career Education

Career Education is the study of man and the world in which he lives. Because of its involvement with the school, the local community, and society as a whole, it is education for living. It seeks to provide the tools by which a person may pursue a career which is fulfilling not only because his interests and skills are considered, but also his personality, attitudes, and values.

The following will be covered upon completion of the orientation to the Career Program.

I. Natural Resources
   A. Natural Resources near Pulaski and in the world
   B. Jobs related to Natural Resources
   C. The nine elements of jobs related to Natural Resource occupations
   D. Activity - Making a tree identification board of local trees
   E. Explore occupations with available resources

II. Agri-Business
   A. What is Agri-Business
   B. What jobs are available in Pulaski area
   D. What jobs are dependant on Agri-Business
   E. Bulletin Board on Area Agri-Business occupations
   F. Field trip and guest speakers

III. Transportation - Related to moving products and materials
   A. What are transportation occupations
   B. What jobs are available locally
   C. Relate the elements to transportationoccupations
   D. Transportation Bulletin Board

IV. Manufacturing
   A. Define manufacturing
   B. Manufacturing occupations
   C. Manufacturing in the area
   D. Relate the elements to manufacturing occupation
   E. Bulletin Board of area manufacturers
   G. Writing instructions for assembly

V. Environmental
   A. Our Environment
   B. What are Environmental occupations
   C. The nine elements relating to environmental occupations
   D. Problems in our environment
      1. Food
      2. Shelter
      3. Air
      4. Water
      5. Fuel
   E. Game Simulation- Food vs. Lemming population

VI. Marine Science
   A. Marine Science
   B. What is the future of Marine Science
   C. Living away from the ocean-what importance is Marine Science to us

VII. Construction
   A. Define construction
   B. Career opportunities in construction
   C. Construction in the Pulaski area
   D. The future of construction
   E. The nine elements related to construction
   F. Unit 14 October 8 Industrial Safety Referal Activity

SAMPLE UNIT

AGRI-BUSINESS

Unit Objective: To introduce Agri-Business occupations in the area. Stress the importance of Agri-Business to the economy of the area. And the personal and educational requirements of and individual as well as the rewards.

Behavioral Objectives:

(1) The student will be able to list 10 area Agri-Business careers
(2) The student will list courses which will help him to prepare for an Agri-Business career
(3) The student will be able to tell orally the importance of Agri-Business

I. Introduction: To Agri Business
   A. What is Agri-Business?
      1. Ag Production
      2. Ag Supplies and services
      3. Ag mechanics
      4. Ag management

   B. Jobs availabe in the Pulaski area
      1. Production agriculture
      2. Businesses in production agriculture
         a. Production Agriculture businesses
            1. Beef farmer
            2. Dairy farmer
            3. Poultry farmer
            4. Hog farmer
            5. Feed grain and forage
            6. Farm Seed producer
            7. Farm Equipment operator
            8. Truck farmer
            9. Bee keeper
            10. Horse farmer

         b. What are the functions of production agriculture businesses
            1. Production of food, feed and fiber
            2. Production of milk, meat & eggs

         c. What knowledge and skills are needed? Discussion (See nine elements listed on first page)

   C. Ag-Bulletin Board Activity

II. Ag Supplies and Services
   A. What are Ag Supplies and Services Careers
      1. Jobs that keep Agri-Business going
      2. Partial list
         1) Fuel suppliers
         2) Feed mills
         3) Fertilizer dealer
         4) Machinery
         5) Supply stores
         6) Chemicals
      3. Discussion of above

B. Knowledge and skills needed
(See the nine elements on page 1)

C. Activity: Test milk demonstration

III. Ag Mechanics
A. Ag Mechanics Careers
1. Farm machinery
2. Feed handling machinery
3. Water and electricity

B. Knowledge and Skills required for
1. Farm machinery
2. Feed handling machinery
3. water and electricity

C. Mechanics tools (Activity)
1. Show common tools used
2. Uses of tools
3. Safety
4. Results will be measured by test

IV. Ag Management
A. What are Ag Management Careers
1. Natural Resource management
a. soil
b. water
c. forests
d. wildlife
e. air
f. invironmental control

B. The function of Ag management

C. Skills and knowledge required
(See the nine elements on page 1)

D. Activity - water testing and tree identification

V. Summary of Agri Business
A. Pick a career to investigate (Activity)
1. Use resources
2. Write report

EIGHTH GRADE CAREERS

AREA III INDUSTRIAL ARTS

Objectives:

A. To introduce careers with hands-on experiences
B. To relate careers to skills and knowledge requirements
C. To develop cooperation with the guidance department to help students pursue interests when in high school
D. To provide a realistic atmosphere making content and theory more meaningful.
E. To facilitate a balance of factual and informative materials with activities so students can discover their own interests and further insight into career possibilities
F. To develop safety attitudes
G. To develop beginning skill development using hand tools and being able to demonstrate the proper techniques of tool use and care.

Student objectives:

1. The student will list six jobs in all the clusters studied.
2. The student will be required to write a one-page report on a career.
3. The student will know how to use some tools and machines safely and with beginning skill proficiency.
4. The student will construct a project using hand tools and graded upon its dimension accuracy and appearance.
5. The student will cut a linoleum or wood block to print a design of his choice to experience the printing industry.
6. The student will explore the plastics industry in the following ways:
   1) By making a spirit button with an injection molder.
   2) By making a hollow object with a rotation molder.
   3) By making a dish using a vacuum former
   (All of the above projects will be for the student to take home.)
7. The student will be introduced to drafting instruments and will draw an object using three views.
8. The students will be able to figure operating costs and shipping costs given a set of statistics to a level of 90% accuracy
9. The student will be able to figure production costs for an agriculture product given a set of statistics to a level 90% accuracy
10. The student will talk two minutes about a natural resource, environmental or marine science career and its importance in the world of the future.

UNITS OF INSTRUCTION-EIGHTH GRADE

1. Construction- - - - -3 weeks
2. Manufacturing- - - - 4 weeks
3. Transportation- - - - -1 week
4. Agri-Business
5. Natural Resources
6. Marine Science- - - -1 week
7. Mini Course in careers- - -3 weeks

I. Manufacturing
   A. Introduction to manufacturing
      1. review of area occupations
      2. discussion of skills, knowledge and preparation

   B. Design unit
      1. Project (decided by teacher) Possible projects: bird feeders and houses; book ends; pencil holders; lamps, name buttons, vacuum formed dishes.
      2. Design (activity)(sketching)
      3. Drafting (activity) draftsman and drafting
      4. Cost estimating

   C. Planning manufacturing of the project
      1. Step by step writing of procedure
         a. technical writing career

   D. Material procurement (the buyer)
      1. List suppliers (activity) Local suppliers prices
      2. Cost comparison (activity) Phone for prices or get from newspapers and catalogues

   E. Gearing for production
      1. Introduce tools to be used
         a. Safety with demonstrations activity

   F. Manufacture of parts for assembly (Activity) (use of tools)

   G. Production and assembly (Activity)(Use of tools)

II. Transportation (moving manufactured goods, food & fuel)

   A. Introduction to transportation
      1. review of area careers
      2. discussion of knowledge, skills and preparation

   B. What is the best means of transportation?
      1. What is considered
         a. cost
         b. time
         c. availability

2. the jobs in a shipping department
   a. dock workers
   b. drivers (trucks, lift truck)
   c. warehouse personnel
   d. inventory
   e. crane operators
   f. ship captains and crew
   g. airplane pilots and cres

C. Field trip to Shipping Department
Possibilities: Red Owl, Northern Shoe, Green Bay Harbor and Railroad yard, Schneider Transport.

III. Natural Resources/Environmental and Marine Science Careers

Project: Recycling and manufacturing a product from a waste product

A. Introduction to Unit
   1. Review of area occupations
   2. Discussion of Skills knowledge and preparation needed for careers studied

B. Conservation
   1. Soil - Agronomist
   2. Water - US Corp of Engineer--Water and Sewage Plants
   3. Air - Air pollution controls-Industry and Autos
   4. Fuel - Coal, oil, natural gas, electricity, solar, geothermic
   5. Forest - renewable resource-construction materials

   Activities:
   a. Local tree identification (fall) chart, steam engine, rockets
   b. Field trip to Sewage Treatment plant or water treatment
   c. Guest speaker from ICE or DNR
   d. Food supply vs population

C. Weather and the Meteoroligist
   Activities:
   1. Reporting the weather and forecasting
   2. weather instruments
   3. Recording statistics
      a. temperature
      b. precipitation
      c. relative humidity
      d. barometric pressure
      e. cloud cover
   4. Possible field trip to TV station or airport

D. Fuels - and related occupations
   1. Mining, refining, distributing, retailing
      Activities: Cost estimating of operating an auto and heating a house, running a tractor
   2. Ways to conserve energy everyday
   3. Possible future occupations

Marine Science

A. Marine Science careers
   1. Marine biology, pollution, oceanographer, biology (fish, animal and plant), marine geologist, purifying plant worker, Waste disposal worker

B. Knowledge and skills needed for related careers

C. Great Lakes - fishery, water pollution, fish processing, fish and wildlife conservation
   1. research and development scientists
   2. operation and control technicians
   3. design and production-fish biologist
   4. sales and service careers
   5. public administration and control-Game Warden
   6. Commercial fishermen and fish processing

D. The future of Marine Science
   1. Farming and fishing
   2. The unexplored ocean floor

IV. Agri Business

A. Agri-Business Introduction
   1. Review of area occupations
   2. Discussion of skill, knowledge and preparation

B. Dairy, food, forage and beef farming
   1. Newspaper and farm shows-price fluctuations activity
   2. Management costs of operating and producing
      Activity - Charts of price changes, cost of producing vs retail

C. Machinery dealers
   1. Mechanics
   2. Sales people
      Activity: Visit an implement dealer

V Construction

A. Introduction to construction careers
   1. Carpenters
   2. Roadbuilders
   3. Plumbers
   4. Electricians
   5. Masons
   6. Excavators

B. Skills and knowledge required for construction careers

C. Activities: Build a dog house under contract
   Build a kindergarten nook
   Build a lamp or make an extension cord
   New types of construction-modular pre-fab
   1. Planning
   2. Construction
   3. Safety
   4. Tool uses

VI. Conclusion

In conclusion a test will be given which will relate to all of the job clusters studied. The test will be multiple choice and the questions will relate to the course and unit objectives. A 90% accuracy level will be required.